Title Con, 2019

So, What Do You Know?

Creating Formative Assessments

Dr. Charity Flores, Director of Student Assessment

Mary Williams, Assessment Specialist
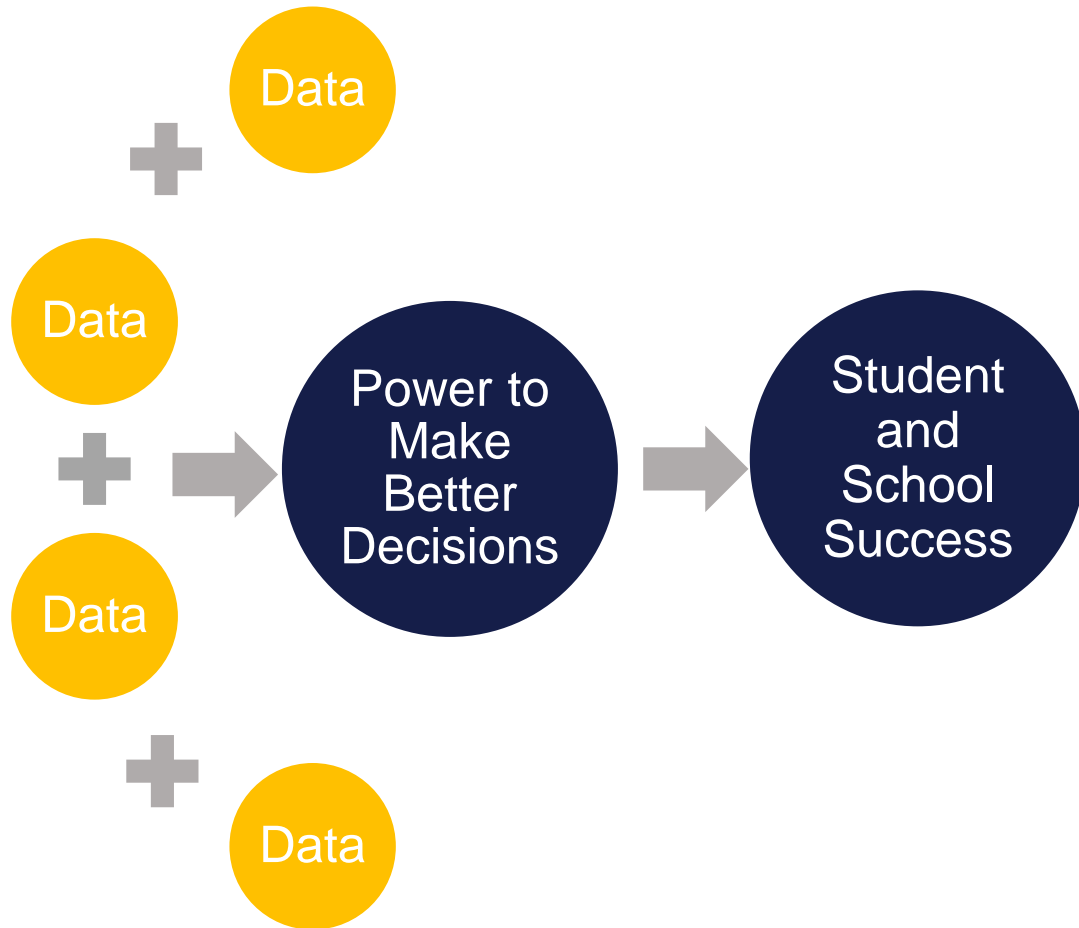
INDIANA DEPARTMENT OF EDUCATION

@EducateIN

Working Together for Student Success

What is assessment to you?
How would you define or describe assessment?

Indiana Department of Education

Formative Assessment

Data

Data

Data

Data

Power to Make Better Decisions

Student and School Success

An **intentional process** teachers and students use to **reveal** learning, **analyze** learning, and **adjust** both instruction and learning strategies to enhance students' achievement of intended outcomes.

Creating a Performance Level Descriptor (PLD)

- What are the different performance/achievement levels you want to track?

Example Learning Continuum/PLD

Level 1	Level 2	Level 3	Level 4
Starting at the beginning	Has achieved parts of the skill	Has achieved focal aspect of the skill	Has extended/ applied the skill

Creating a PLD

- What are different levels of rigor that need to be included?

Hess' Cognitive Rigor Matrix (Example)

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	o Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts o Read words orally in connected text with fluency & accuracy			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	o Identify or describe literary elements (characters, setting, sequence, etc.) o Select appropriate words when intended meaning/definition is clearly evident o Describe/explain who, what, where, when, or how o Define/describe facts, details, terms, principles o Write simple sentences	o Specify, explain, show relationships; explain why, cause-effect o Give non-examples/examples o Summarize results, concepts, ideas o Make basic inferences or logical predictions from data or texts o Identify main ideas or accurate generalizations of texts o Locate information to support explicit-implicit central ideas	o Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) o Identify/ make inferences about explicit or implicit themes o Describe how word choice, point of view, or bias may affect the readers' interpretation of a text o Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience	o Explain how concepts or ideas specifically relate to *other* content domains or concepts o Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	o Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words o Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use o Apply basic formats for documenting sources	o Use context to identify the meaning of words/phrases o Obtain and interpret information using text features o Develop a text that may be limited to one paragraph o Apply simple organizational structures (paragraph, sentence types) in writing	o Apply a concept in a new context o Revise final draft for meaning or progression of ideas o Apply internal consistency of text organization and structure to composing a full composition o Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text	o Illustrate how multiple themes (historical, geographic, social) may be interrelated o Select or devise an approach among many alternatives to research a novel problem

Creating a PLD

4.RL.2.3

Describes in depth a character, setting, or event in a story or play, drawing on specific details in the literary text, and how that impacts the plot.

- Which terms represent content/skills?

- Which terms represent complexity?

- Which terms lend themselves toward describing students at the proficient level?

Creating a PLD: Example

4.RL.2.3 Describes in depth a character, setting, or event in a story or play, drawing on specific details in the literary text, and how that impacts the plot.

Level 1	Level 2	Level 3	Level 4
Identifies a character, setting, or event in a story or play, drawing on **explicitly stated details** in the literary text.	**Describes** a character, setting, or event in a story or play, drawing on **explicitly stated details** in the literary text, **and how that impacts the plot.**	**Describes in depth** a character, setting, or event in a story or play, **drawing on specific details** in the literary text, and how that impacts the plot.	**Analyzes in depth** a character, setting, or event in a story or play, **drawing on implicit details** in the literary text, and how that impacts the plot.

Creating a PLD: Large Group Practice

Math.5.M.3

Develop and use formulas for the area of triangles, parallelograms, and trapezoids. Solve real-world and other mathematical problems that involve perimeter and area…

- Which terms represent complexity?
- Which terms represent content?
- Which terms lend themselves toward describing students at the proficient level?
- How might complexity change across performance levels?
- How might content change across performance levels?

Creating a PLD: Large Group Practice

5.M.3. Develop and use formulas for the area of triangles, parallelograms, an trapezoids. Solve real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms and trapezoids, using appropriate units for measures.

Level 1	Level 2	Level 3	Level 4
Substitutes values into a formula for area of triangles, parallelograms, and trapezoids.	**Uses** formulas for the area of triangles, parallelograms, and trapezoids.	**Solves** real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms, and trapezoids, using appropriate units for measure	**Solves** more complex real-work and other mathematical problems that involve perimeter and area of triangles, parallelograms, and trapezoids, using appropriate units for measures. **Develops** equivalent formulas to given formulas to find the areas of triangles, parallelograms, and trapezoids.

Creating a PLD: Small Group Activity

✓Create a PLD

  ✓Choose an academic standard

  ✓Identify content and complexity

    ✓Think about how the content and complexity change across performance levels

  ✓Write descriptors for each level.

Creating a Formative Assessment

How do I get information about where my students are?

Create 1-3 tasks to measure ability at each level.

Organize your tasks into a short formative activity.

Communicate the purpose and procedure with students.

Creating a Formative Assessment: Example

1. The formula for the area of a triangle is A=(1/2)bh.

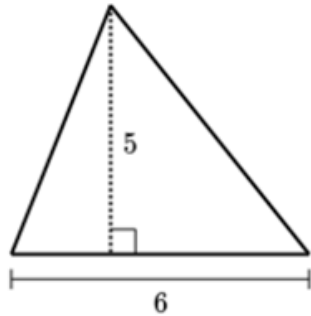   A triangle has a base (b) that is 8 inches and height (h) that is 3 inches. What is the area of this triangle?

2. The formula for the area of a trapezoid is $A = \dfrac{(b1 + b2) \times h}{2}$

   A trapezoid has a base 1 (b1) that is 3 inches, base 2 (b2) that is 4 inches, and height (h) that is 2 inches. What is the area of this trapezoid?
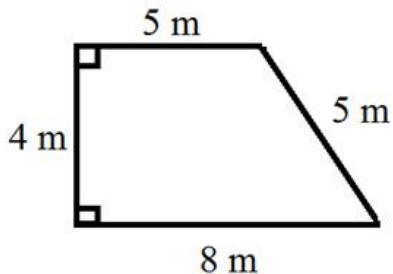
Create a Formative Assessment: Example

3. The formula for the area of a triangle is A=(1/2)bh.
   What is the area of this triangle?
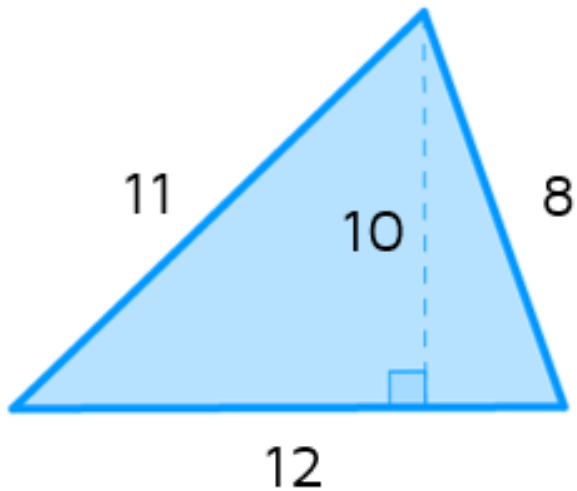
4. The formula for the area of a trapezoid is $A = \dfrac{(b1 + b2) \times h}{2}$
   What is the area of this trapezoid?

5. DeAndre keeps goats in a pen behind his house. He wants to cover the ground in the pen with fresh straw. How many square feet of ground does DeAndre need to cover?
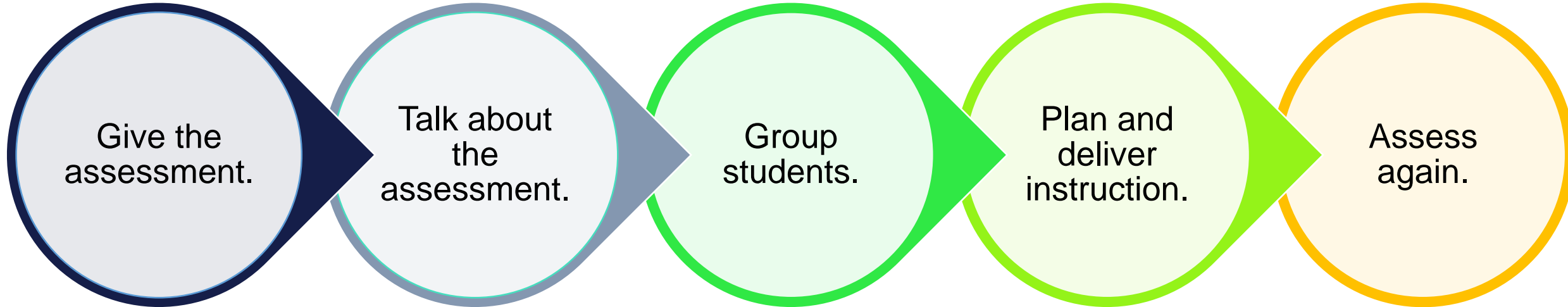
DeAndre's goat pen.
Measurements are in feet.

6. DeAndre wants to put a new fence around his goat pen. How many feet of fencing will he need?

Using the Data

Give the assessment. → Talk about the assessment. → Group students. → Plan and deliver instruction. → Assess again.

Thank You!

Please reach out to the Office of Student Assessment for further support or to share your experiences with formative assessment and student growth!

Dr. Charity Flores
cflores@doe.in.gov
317-232-9051

Mary Williams
mwilliams@doe.in.gov
317-234-5602